



State of New Jersey

2014-15

31-3970-080

THOMAS JEFFERSON SCHOOL # 1

390 VAN HOUTEN AVE.

PASSAIC, NJ 07055

OVERVIEW

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The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

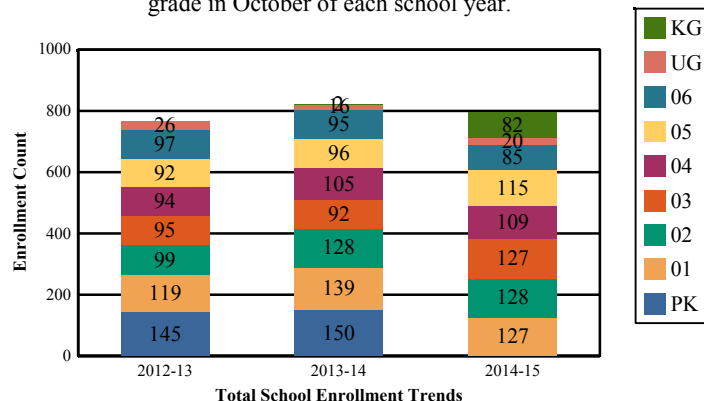
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Enrollment by Grade

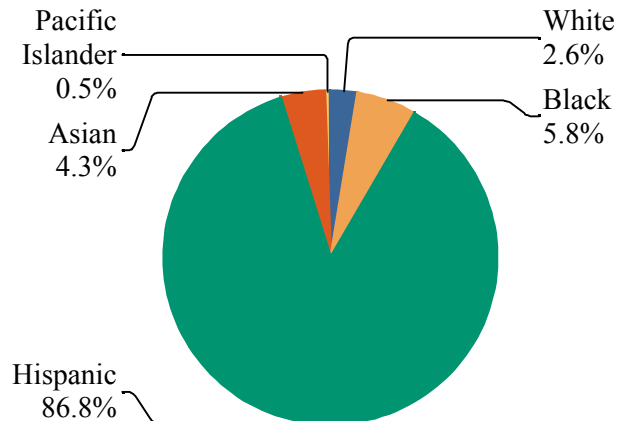
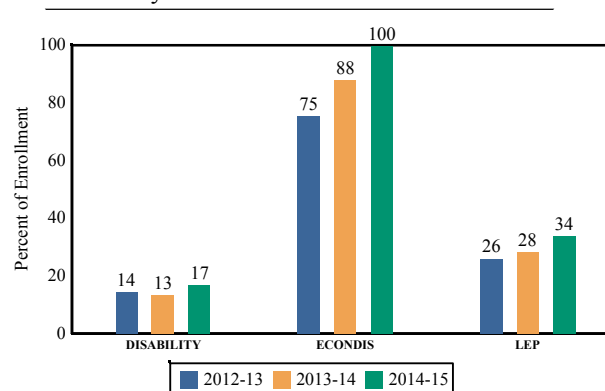
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

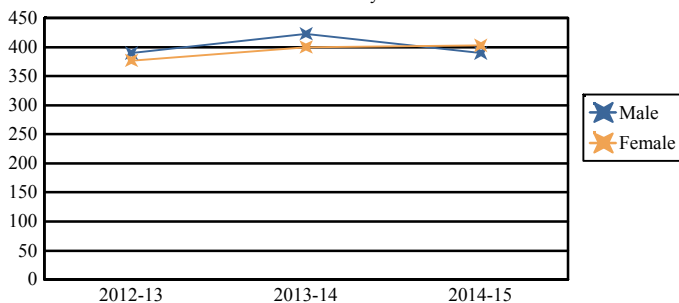
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	767
2013-14	823
2014-15	793

Enrollment by Gender

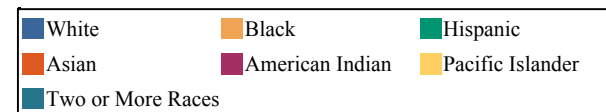
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	390	377
2013-14	423	400
2014-15	390	403

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	133	17%
Economically Disadvantaged Students	792	99.9%
English Language Learners	266	33.5%



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
Spanish	68.6%
English	26.1%
Gujarati	2.9%
Arabic	1.0%
Polish	0.4%
Croatian	0.3%
Other	0.8%

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	26%	68	10
Math Met or Exceeded Expectation	31%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	407	26.1%	95%	98.6%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	351	25.4%	95%	99.7%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	57	10.5%	95%	96.6%	YES
English Language Learners	109	11.9%	95%	100%	YES
Economically Disadvantaged Students	402	26.4%	95%	98.8%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	409	30.8%	95%	98.6%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	351	29.6%	95%	99.7%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	57	19.3%	95%	96.6%	YES
English Learner Students	109	20.1%	95%	100%	YES
Economically Disadvantaged Students	402	31.1%	95%	98.8%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	121	718	744	29%	30%	24%	17%	0%	17%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	107	718	727	30%	29%	23%	18%	0%	18%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	118	719	724	28%	30%	25%	18%	0%	18%	24%

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	92	735	751	10%	25%	37%	26%	2%	28%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	80	735	737	8%	26%	39%	26%	1%	28%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	16	733	717	25%	19%	25%	25%	6%	31%	15%
Economically Disadvantaged Students	92	735	734	10%	25%	37%	26%	2%	28%	31%

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PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	738	751	12%	22%	30%	33%	2%	35%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	89	737	737	12%	21%	31%	35%	0%	35%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	24	725	717	17%	33%	25%	25%	0%	25%	15%
Economically Disadvantaged Students	104	738	734	13%	21%	31%	34%	2%	36%	31%

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PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	89	732	749	11%	27%	37%	22%	2%	25%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	75	731	736	12%	31%	35%	21%	1%	23%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	16	714	718	31%	50%	0%	19%	0%	19%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	88	733	733	10%	27%	38%	23%	2%	25%	30%

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	121	737	746	8%	18%	39%	34%	1%	35%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	107	738	733	7%	20%	40%	33%	1%	34%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	17	724	727	18%	35%	18%	29%	0%	29%	27%
English Language Learners	51	730	724	10%	25%	45%	20%	0%	20%	17%
Economically Disadvantaged Students	118	738	730	7%	19%	39%	35%	1%	36%	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	92	739	744	10%	20%	34%	36%	1%	37%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	80	739	732	8%	21%	36%	34%	1%	35%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	13	720	724	23%	31%	31%	15%	0%	15%	21%
English Language Learners	16	736	722	13%	31%	25%	25%	6%	31%	15%
Economically Disadvantaged Students	92	739	730	10%	20%	34%	36%	1%	37%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	106	735	744	6%	33%	36%	24%	2%	25%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	89	734	733	4%	34%	39%	21%	1%	22%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	11	724	724	9%	55%	18%	18%	0%	18%	19%
English Language Learners	24	732	724	0%	42%	42%	17%	0%	17%	17%
Economically Disadvantaged Students	104	735	731	6%	33%	37%	23%	2%	25%	23%

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PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	736	743	3%	31%	40%	23%	2%	26%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	75	735	731	4%	31%	39%	25%	1%	27%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	16	726	718	6%	44%	38%	13%	0%	13%	15%
English Language Learners	18	728	718	6%	44%	33%	11%	6%	17%	14%
Economically Disadvantaged Students	88	736	729	3%	30%	41%	24%	2%	26%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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NJASK Results - Science Grade Level - 04

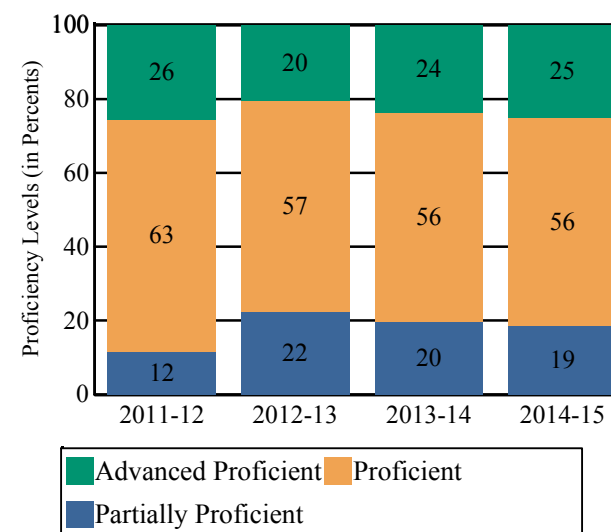
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	25%	56%	19%
White	-	-	-
African American	-	-	-
Hispanic	28%	54%	19%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	20%	47%	33%
English Language Learners	-	-	-
Economically Disadvantaged Students	25%	56%	19%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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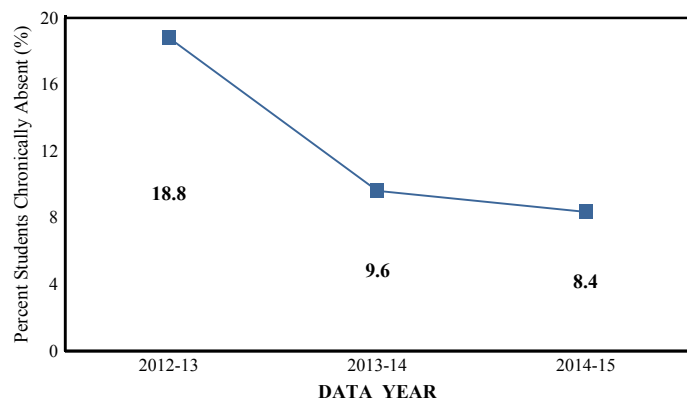
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

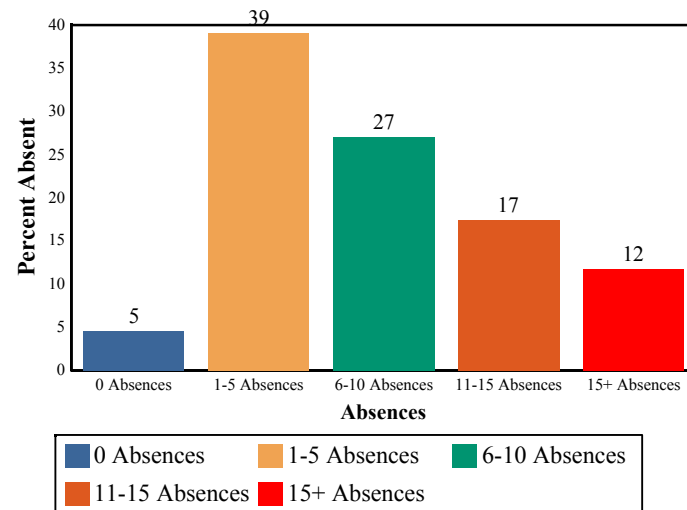


Chronic Absenteeism for 2014-15

8.35%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	56	87	67	35	YES
Student Growth on Math	51	70	47	35	YES
		79	57		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	9%	2%	0%
Partially Met	7%	10%	7%
Approached	9%	13%	13%
Met	2%	6%	19%
Exceeded	0%	0%	2%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	1%	0%
Partially Met	14%	8%	6%
Approached	9%	11%	17%
Met	3%	10%	15%
Exceeded	0%	0%	1%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC

PASSAIC CITY

GRADE SPAN KG-06

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	791	850
75th	742	770
50th	720	743
25th	695	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	787	850
75th	757	767
50th	737	745
25th	723	722
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC

PASSAIC CITY

GRADE SPAN KG-06

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	752	773
50th	732	750
25th	718	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	757	773
50th	737	751
25th	714	728
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	789	850
75th	757	764
50th	740	742
25th	720	721
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	749	763
50th	731	743
25th	718	723
0th	687	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	40

WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC

PASSAIC CITY

GRADE SPAN KG-06

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	748	770
50th	733	749
25th	718	726
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	749	763
50th	737	742
25th	718	721
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	42

SCHOOL CLIMATE

PASSAIC

PASSAIC CITY

State of New Jersey

2014-15

GRADE SPAN KG-06

31-3970-080

THOMAS JEFFERSON SCHOOL # 1

390 VAN HOUTEN AVE.

PASSAIC, NJ 07055

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	5 Hrs. 40 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.0%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	397

SCHOOL PEER GROUP

PASSAIC

PASSAIC CITY

GRADE SPAN KG-06

THOMAS JEFFERSON SCHOOL # 1

390 VAN HOUTEN AVE.

PASSAIC, NJ 07055

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	ATLANTIC CITY	BRIGHTON AVENUE SCHOOL	01-0110-300	KG-05	80.5%	44.9%	2.4%
ATLANTIC	PLEASANTVILLE CITY	WASHINGTON AVENUE ELEMENTARY SCHOOL	01-4180-060	KG-05	92.4%	45.4%	17.6%
CUMBERLAND	VINELAND CITY	GLORIA M SABATER ELEMENTARY SCHOOL	11-5390-075	KG-05	93%	37.2%	11.3%
ESSEX	IRVINGTON TOWNSHIP	FLORENCE AVENUE SCHOOL	13-2330-100	KG-05	94.2%	22.7%	2.8%
HUDSON	UNION CITY	COLIN POWELL ELEMENTARY SCHOOL	17-5240-300	KG-05	90.6%	32.8%	5.1%
HUDSON	UNION CITY	GEORGE WASHINGTON ELEMENTARY SCHOOL	17-5240-120	PK-06	95.8%	29.2%	6.4%
HUDSON	UNION CITY	JEFFERSON ELEMENTARY SCHOOL	17-5240-100	PK-04	96%	31.3%	15.1%
HUDSON	UNION CITY	ROBERT WATERS ELEMENTARY SCHOOL	17-5240-130	PK-06	96.2%	38%	9%
HUDSON	UNION CITY	THEODORE ROOSEVELT ELEMENTARY SCHOOL	17-5240-110	PK-06	94%	35.8%	7%
HUDSON	UNION CITY	THOMAS A EDISON ELEMENTARY SCHOOL	17-5240-070	PK-06	95.9%	36.4%	7.4%
HUDSON	UNION CITY	VETERANS' MEMORIAL ELEMENTARY SCHOOL	17-5240-118	PK-05	84.7%	35.3%	3.8%
MERCER	TRENTON CITY	MARTIN LUTHER KING JR. ELEMENTARY SCHOOL	21-5210-401	KG-05	92.3%	32.4%	9.9%
MERCER	TRENTON CITY	PARKER ELEMENTARY	21-5210-270	KG-05	93.1%	23.5%	8.6%
MERCER	TRENTON CITY	WASHINGTON ELEMENTARY SCHOOL	21-5210-300	KG-04	93.2%	15.4%	2.9%
MERCER	TRENTON CITY	WILSON ELEMENTARY SCHOOL	21-5210-310	KG-05	94.7%	44.4%	11.1%
MONMOUTH	RED BANK BORO	RED BANK PRIMARY SCHOOL	25-4360-075	PK-03	90.8%	51.8%	7.5%
OCEAN	LAKEWOOD TWP	CLIFTON AVE GRADE SCHOOL	29-2520-070	01-05	95.5%	39.8%	14.2%
OCEAN	LAKEWOOD TWP	OAK STREET ELEM SCHOOL	29-2520-084	01-05	96%	35.9%	8%
PASSAIC	PASSAIC CITY	DANIEL F. RYAN ELEMENTARY SCHOOL # 19	31-3970-200	02-06	99.6%	35.2%	16%
PASSAIC	PASSAIC CITY	ETTA GERO SCHOOL # 9	31-3970-125	03-06	99.7%	45.9%	17.3%
PASSAIC	PASSAIC CITY	MARIO DRAGO SCHOOL # 3	31-3970-090	PK-06	99.6%	27.2%	11%

SCHOOL PEER GROUP

PASSAIC

PASSAIC CITY

GRADE SPAN KG-06

31-3970-080

THOMAS JEFFERSON SCHOOL # 1

390 VAN HOUTEN AVE.

PASSAIC, NJ 07055

PASSAIC	PASSAIC CITY	MARTIN LUTHER KING JR. SCHOOL #6	31-3970-100	PK-06	99.8%	37%	13.2%
PASSAIC	PASSAIC CITY	SCHOOL # 5	31-3970-097	KG-06	100%	46.7%	20.4%
PASSAIC	PASSAIC CITY	THOMAS JEFFERSON SCHOOL # 1	31-3970-080	KG-06	99.9%	33.5%	16.1%
PASSAIC	PATERSON CITY	ROBERTO CLEMENTE	31-4010-315	KG-04	90.4%	26.7%	7.3%
PASSAIC	PATERSON CITY	SCHOOL 14	31-4010-180	KG-04	94.7%	17.5%	5.3%
PASSAIC	PATERSON CITY	SCHOOL 5	31-4010-090	KG-06	94.8%	22.5%	7.7%
UNION	PLAINFIELD CITY	CHARLES H. STILLMAN ELEMENTARY SCHOOL	39-4160-170	KG-05	93.7%	49%	9.2%
UNION	PLAINFIELD CITY	DEWITT D. BARLOW ELEMENTARY SCHOOL	39-4160-080	KG-05	92.9%	51.5%	9%
UNION	PLAINFIELD CITY	JEFFERSON ELEMENTARY SCHOOL	39-4160-150	KG-05	91.6%	43%	13.7%
UNION	PLAINFIELD CITY	WASHINGTON COMMUNITY SCHOOL	39-4160-180	PK-05	90.9%	47%	14.6%